



# **SOWK13013 Professional Practice with Children, Youth and Families**

## **Term 2 - 2024**

Profile information current as at 02/07/2025 10:26 am

All details in this unit profile for SOWK13013 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Students should be able to critically analyse the issues and practices for social and welfare workers working with children, young people and families. Participants should be able to explore issues for practice emerging from the multidimensional genesis of child maltreatment and youth at risk with particular relevance to indigenous and other cultural difference. Students should be able to analyse evidence based strategies for appropriate intervention in different contexts. Students will be required to collate feedback on their professional performance from their lecturer and from other sources, evaluate this feedback and include appropriate strategies in their learning agreements for Fieldwork Education 2.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of 48 credit points in any course.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2024

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE Unit Comments

##### Feedback

Moodle was very hard to navigate. Weekly tiles for content would have been easier. There were also double ups of information across tiles.

##### Recommendation

The new Moodle set out has been introduced across social work units to improve accessibility and navigation.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Evaluate the historical construction of ideas and practices of working with children, young people and families including the emergence of the notion of the best interests of the child, child focussed and child inclusive practice.
2. Analyse practice issues relevant to statutory practice with children, young people and families in a range of settings including youth justice, child protection, family law and mental health.
3. Identify and develop specific skills required to assess harm and risk of harm when working with children, young people and families, including in a statutory context.
4. Critically evaluate relevant social and welfare practice strategies to support families where there are protective and / or offending issues.
5. Display the skills of cultural competency including working with indigenous children, young people and families.
6. Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



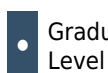
N/A  
Level



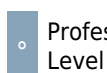
Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 40%		•	•	•	•	•
2 - Written Assessment - 60%	•	•		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
2 - Problem Solving		•	•	•		
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy		•	•	•		•
5 - Team Work			•	•	•	•
6 - Information Technology Competence				•		•
7 - Cross Cultural Competence	•	•	•	•	•	
8 - Ethical practice	•	•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

SOWK13013

#### Prescribed

**Collaborative Family Work: A practical guide to working with families in human services**  
(2020)

Authors: Chris Trotter

Routledge

Abingdon , Oxfordshire , England

ISBN: 13: 9781741758320 (pbk)

Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Shirley Ledger** Unit Coordinator

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**Paloma Cesare Mitchell** Unit Coordinator

[p.cesare@cqu.edu.au](mailto:p.cesare@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Child & Family Practice Conceptual Overview	Chapter 1 of text book Week 1 Moodle Resources E-Reading List	

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Child Harm & Maltreatment	Chapter 3 of text book Week 2 Moodle Resources E-Reading List	

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Trauma, Risk & Vulnerability	Week 3 Moodle Resources E-Reading List	

### Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working with young people Youth justice and working with involuntary clients	Chapters 4 & 5 of the text book Week 4 Moodle Resources E-Reading List	

### Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working with families using structural theories	Week 5 Moodle Resources E-Reading List	

### Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Bests Interests of the Child Principle	Week 6 Moodle Resources E-Reading List	

### Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Person-Centred & Developmental Theories	Week 7 Moodle Resources E-Reading List	<b>Written Report 2250 -2500 words</b> Due: Week 7 Friday (30 Aug 2024) 11:59 pm AEST

Week 8 - 02 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Practice Processes	Chapter 2 of the text book Week 8 Moodle Resources E-Reading List	
Week 9 - 09 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Critical reflection in family practice	Chapter 2 of the core text book about Critical Reflection Week 9 Moodle Resources E-Reading List	
Week 10 - 16 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Family Assessment & Goal Planning	Chapters 6 and 7 of the text book Week 10 Moodle Resources E-Reading List	
Week 11 - 23 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Domestic & Family Violence	Chapter 7 of the core text book Week 11 Moodle Resources E-Reading List	
Week 12 - 30 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Overview of the key concepts in the unit	Week 12 Moodle Resources E-Reading List	<b>Case Study Analysis &amp; Report (2500 words)</b> Due: Week 12 Friday (4 Oct 2024) 11:59 pm AEST
Review/Exam Week - 07 Oct 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 14 Oct 2024		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Written Report 2250 -2500 words

#### Assessment Type

Written Assessment

#### Task Description

##### Aim

The aim of this assessment is to demonstrate your understanding of systemic issues relevant to social work practice associated with youth who may be engaged in offending behaviours.

##### Context

In Australia the topic of crime, particularly involving young Indigenous people engaging in offending behaviour is a contemporary issue. This is particularly relevant given the recent curfews imposed on youth in Alice Springs due to a series of violent incidents and criminal approaches to restore order in the community. Media frequently portrays 'Indigenous youth crime' as an escalating problem, accompanied by reports of increase in antisocial behaviours (Abbot, 2023; Hope, 2023a). It is essential to critically examine the validity of such claims and evaluate diverse perspectives on this issue. Evidence suggests that data and statistics have been inflated and lacking contextualisation (Smee, 2023; Hope, 2023b). Consequently, there is a need to address these concerns by adopting evidence-based practices when providing effective support to young people who may have taken this path. Luke Twyford, Principal Commissioner, of the Queensland Family and Child Commission (QFCC), has expressed concerns regarding the prevailing inclination towards a punitive approach in dealing with offending behaviours, stressing the importance of considering evidence-

based interventions (Smee, 2023).

## Instructions

You have been asked to write a report that critically examines current issues relating to youth offending and antisocial behaviours exhibited by young people in the Alice Springs community. The report should outline the youth crime in Alice Springs and strategies that have been used to respond to youth crime. You are required to examine diverse perspectives on Indigenous youth crime and how to respond to the crime in Alice Springs. This will include an analysis of the underlying reasons that increase offending behaviour in Indigenous youth and the oppression and discrimination Indigenous youth experience that increase the risk of engaging in criminal behaviour. The report should analyse current service provision in Alice Springs, the gaps in service provision, and recommendations for services that support young people and their families in addressing these issues, incorporating contemporary evidence based practice and culturally appropriate practice. You should demonstrate consideration of the socio-political and historical context and how this has shaped the lived experiences of Indigenous youth, how they engage with human service organisations, and how youth justice strategies are shaped because of these contextual factors.

### **Please address these areas when completing your report:**

What are the prevailing issues relating to crime and antisocial behaviour in Alice Springs?

- Provide a critical evaluation by considering diverse perspectives on this issue.

What are the possible connections between specific marginalised groups' life conditions, the situations or problems they face, and the issues of oppression and discrimination they may encounter?

- Provide concrete examples illustrating these connections and their impact on youth offending.
- Analyse the risk factors influencing youth involvement in crime and antisocial behaviour.
- Demonstrate insight into the factors placing young people at risk, including family dynamics, peer influence, mental health issues, and socio-economic conditions.

Assess the existing services available to support youth within Alice Springs. Critically evaluate the role of these services in supporting youth and their families by considering:

- The range of supports provided by these services.
- Adequacy of these supports in addressing the current issues.
- Whether the services are culturally appropriate.
- Whether the services are evidence based to address youth crime.
- Identify the gaps in service provision in Alice Springs to meet the needs of youth and their family.

Provide evidence-based recommendations for future services and supports, drawing upon relevant evidence based and culturally appropriate perspectives to support your recommendations effectively.

Please follow the report template provide on Moodle, which includes formatting guidelines, section headings, and required elements, to structure your assessment. The report template allows you to present your analysis, evaluations of diverse perspectives, and recommendations systematically.

## Literature and references

In this assessment use contemporary assessments that are <10 years old to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers. You can also relevant news articles or relevant sites that are examining the approaches to responding to youth crime in Alice Springs.

## Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Include page numbers on the top right side of each page in a header.
3. Write in the third-person perspective.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic

Learning Centre has an online CQU APA Referencing Style Guide.

6. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the contents page, summary, headings, the reference list and appendices, but includes in-text references and direct quotations.

### Resources

1. You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific library guide: the Social Work and Community Services Guide.
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
4. For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available [here](#).

### Generative Artificial Intelligence

The use of Generative Artificial Intelligence (Gen-AI) tools, including AI-driven writing assistants and content generators, is not permitted in the assessments in the unit. This social work practice standard is based on the requirement for students to demonstrate essential human capacities, skills, and knowledge crucial for social work practice as outlined by the Australian Social Work Education and Accreditation Standards (ASWEAS, 2021). Social work relies on human interaction, empathy, ethical decision-making, and effective communication—skills that cannot be adequately assessed through AI-generated content. To ensure the integrity and development of these capabilities, students must verify that any grammar or writing enhancement programs used do not incorporate AI components. Compliance with this social work practice standard is vital for meeting ASWEAS graduate attributes and preparing for professional practice.

### Assessment Due Date

Week 7 Friday (30 Aug 2024) 11:59 pm AEST

Moodle submission

### Return Date to Students

Week 9 Friday (13 Sept 2024)

Students will be notified when assessments have been marked via Moodle

### Weighting

40%

### Assessment Criteria

#### **The student evaluates connections between Indigenous youth offending and issues of oppression and discrimination. 6 marks**

Excellent depth of analysis where connections are explored in-depth, providing a comprehensive understanding of the relationships between life conditions, situations and oppression/discrimination. 6 – 5.1 marks

Very good analysis where connections are explored with some detail, providing a comprehensive understanding of the relationships between life conditions, situations and oppression/discrimination. 5.09– 4.5 marks

Connections are explored in a comprehensive manner, with some detail, providing examples of oppressive or discriminatory experiences related to multiple marginalised groups. 4.49 - 3.9 marks

The response provides at least one concrete example illustrating oppressive or discriminatory experiences encountered by marginalised groups. 3.89 marks – 3 marks

Connections between specific marginalised groups' life conditions, and the issues of oppression and discrimination they may encounter are either absent or insufficiently explored. < 3 marks

#### **The student demonstrates their understanding of Indigenous youth offending within Alice Springs and shows insight into their impact. 6 marks**

Excellent explanation of the current issues impacting their community, demonstrating a high level of insight. Provides excellent overview of the community and issue. 6 - 5.1 marks

Very good explanation of the current issues impacting their community. A good level of insight demonstrated. Provides very good overview of the community and issue. 5.09 - 4.5 marks

Good explanation of the current issues impacting their community. A good level of insight demonstrated. Good explanation of the current issues impacting their community. Some insight demonstrated. Provides good overview of the community and the issue. 4.49 - 3.9 marks

Adequate explanation of the current issues impacting their community. However, lacking in overall insight



demonstrated. Provides satisfactory overview of the community and the issue. 3.89 - 3 marks  
Poor or no demonstrated ability to explain current issues impacting their community. Lacking in overall insight demonstrated. Does not provide contextual information about the community or the issue. <3 marks

**The student demonstrates their understanding of factors that may place Indigenous youth at risk of offending and/or engaging in anti-social behaviours. 6 marks**

Excellent explanation of factors that may place youth at risk of offending and/or engaging in anti-social behaviours, demonstrating a high level of insight. 6 - 5.1 marks  
Very good explanation of factors that may place youth at risk of offending and/or engaging in antisocial behaviours, demonstrating a good level of insight. 5.09- 4.5 marks  
Good explanation of factors that may place youth at risk of offending and/or engaging in antisocial behaviours. Some insight demonstrated. 4.49 - 3.9 marks  
Adequate explanation of factors that may place youth at risk of offending and/or engaging in antisocial behaviours. However, lacking in overall insight demonstrated. 3.89 - 3 marks  
Poor or no demonstrated ability to explain factors that may place youth at risk of offending and/or engaging in anti-social behaviours. Student is unable to demonstrate insight into these risk factors. <3 marks

**The student demonstrates a critical evaluation of current services and responses to address Indigenous youth offending; the gaps in service provision; and recommendations of evidence-based interventions to support Indigenous young people. 10 marks**

Excellent analysis and evaluation of current services, current gaps in service provision and evidence-based interventions to support Indigenous youth, with a highly detailed account in the assessment. 10 -8.5 marks  
Very good and evaluation of current services, current gaps in service provision and evidence-based interventions to support Indigenous youth, with a well detailed account in the assessment. 8.49 -7.5 marks  
Good analysis and evaluation of current services, current gaps in service provision and evidence-based interventions to support Indigenous youth, with sufficient detail in the assessment. 7.49 - 6.5 marks  
Adequate analysis and evaluation of current services, current gaps in service provision and evidence-based interventions to support Indigenous youth, discussed in adequate detail in the assessment. 6.49 - 5 marks  
No analysis and/or evaluation of current services, supports and skills required or lacking in detail within the assessment. <5 marks

**Student demonstrates understanding of Indigenous Australians history and culture. Demonstrates sensitivity to Aboriginal and Torres Strait Island traditions and knowledge. 6 marks**

Demonstrates comprehensive understanding of Indigenous history and culture and considerable sensitivity to Aboriginal and Torres Strait Islander traditions and knowledge. 6 - 5.1 marks  
Demonstrates a very good understanding of Indigenous history and culture and shows sensitivity to Aboriginal and Torres Strait Islander traditions and knowledge. 5.09 - 4.5 marks  
Demonstrates a good understanding of Indigenous history and culture and shows sensitivity to Aboriginal and Torres Strait Islander traditions and knowledge. 4.49 - 3.9 marks  
Demonstrates a satisfactory understanding of Indigenous history and culture and shows sensitivity to Aboriginal and Torres Strait Islander traditions and knowledge. 3.89 - 3 marks  
Demonstrates a lack of awareness of cultural issues and lacks sensitivity to Indigenous issues. <3 marks

**Demonstrates ability to produce a well written analysis with synthesis and integration of the relevant literature, demonstrating appropriate grammar, spelling and APA referencing within the word limit. No evidence of AI used. 6 marks**

Outstanding level of written expression with evidence of superior critical analysis skills. Excellent analysis of book and inclusion of relevant content. No grammatical, spelling or APA referencing errors within the word limit. 6 - 5.1 marks  
Very good level of written expression with evidence of good critical analysis skills. Very good analysis of the book and inclusion of relevant content. Minor grammatical, spelling and APA referencing errors within the word limit. 5.09 - 4.5 marks  
Sound written expression with evidence of good critical analysis skills. Good analysis of the book and inclusion of relevant content. Multiple grammatical, spelling and APA referencing errors within the word limit. 4.49 - 3.9 marks  
Basic level of written expression with acceptable grammar and spelling. Sound analysis of the book and inclusion of relevant content. Within the word limit. Consistent APA referencing errors within the word limit. 3.89 -3 marks  
Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident and limited referencing. Evidence of AI used. < 3marks

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

## Learning Outcomes Assessed

- Analyse practice issues relevant to statutory practice with children, young people and families in a range of settings including youth justice, child protection, family law and mental health.
- Identify and develop specific skills required to assess harm and risk of harm when working with children, young people and families, including in a statutory context.
- Critically evaluate relevant social and welfare practice strategies to support families where there are protective and / or offending issues.
- Display the skills of cultural competency including working with indigenous children, young people and families.
- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Case Study Analysis & Report (2500 words)

### Assessment Type

Written Assessment

### Task Description

#### Context

You are a social worker employed in a community health team. Your task is to undertake a context-responsive and comprehensive analysis and construct a case study assessment report informed by critical theory and an ecological model. Your report should consider the strengths, vulnerabilities, protective factors, and risk factors associated with the identified concerns. You are expected to apply your knowledge and skills in accordance with the AASW Code of Ethics (2020), the AASW Practice Standards (2023), and relevant organisational policies. You should incorporate feedback from Assessment 1 to improve the quality of your assessment submission.

#### Instructions:

1. Familiarise yourself with the case study scenario provided on Moodle. The case study will provide you with information about your social work purpose and context of practice, the family, their background, and the specific concerns.
2. Conduct a thorough assessment of the case study, considering the following aspects:

#### Assessment of risk

- Identify the practitioner, organisational, and policy-related factors that shape the practitioner's role (e.g., organisational professional boundaries, privacy constraints regarding information sharing, legal requirements, importance of effective working relationships to engage with the client).
- Provide a scholarly definition of 'child maltreatment' and 'risk and harm'. Include examples that may be present in the case study to demonstrate your knowledge and skills in assessing risk and/or harm.
- Apply critical theory to evaluate structural factors contributing to child maltreatment.
- Use an ecological systems model to analyse the risk and protective factors and the strengths/protective factors of the parents for child development and wellbeing at each level (micro, meso, exo, macro systems). Present this information in a table format, following the instructions on Moodle.

#### Developing a working relationship with the mother/significant others

- Describe the principles of person-centred, relationship-based practice and discuss research findings that contribute to helpful and unhelpful working relationships specifically in child protection settings.
- Explain how you would establish trust, and balance parental growth goals while protecting children.
- Describe how you would incorporate the perspectives of the parents to gain a comprehensive understanding of the situation.
- Provide a list of references in a consistent referencing style (APA).

### Literature and references

In this assessment use contemporary references that are <10 years old to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

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### **Artificial Intelligence**

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### **Assessment Due Date**

Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Submission via Moodle

### **Return Date to Students**

Exam Week Friday (18 Oct 2024)

Students will be notified when assessments have been marked via Moodle

### **Weighting**

60%

### **Assessment Criteria**

**Identification and discussion of practitioner, organisational, and policy factors. Familiarity with case study scenario, demonstrating understanding and purpose of the social workers role in this context. 8 marks**

Clearly identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role comprehensively and in detail. 8 - 6.8 marks

Identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with several examples with clarity and understanding. 6.79 - 6 marks

Identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with a few examples with satisfactory proficiency. 5.99 - 4.8 marks

Identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with 1 or 2 examples with basic understanding. 4.79 - 4 marks

Identifies and discusses practitioner, organisational, and policy-related factors with limited accuracy and understanding. <4 marks

**Scholarly definition and examples of child maltreatment, risk and harm. Examples from the case study demonstrate student's skills in assessing risk and harm. 10 marks**

Provides a scholarly definition of child maltreatment, risk and harm with clear and precise examples relevant to the case study. 10 - 8.5 marks

Provides a scholarly definition of child maltreatment, risk and harm with relevant examples. 8.49 marks - 7.5 marks

Provides a clear definition of child maltreatment, risk and harm, with some examples. 7.49 - 6.5 marks

Provides a basic definition of child maltreatment, risk and harm, with 1 or 2 examples from the case study. 6.49 - 5 marks

Provides a vague or inaccurate definition of child maltreatment, risk and harm with inadequate or inaccurate examples. <5 marks

**Understanding and application of critical theory in evaluating structural factors contributing to child maltreatment, considering diverse groups 10 marks**

Demonstrates an exceptional understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. 10 - 8.5 marks

Shows a strong understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. 8.49 - 7.5 marks

Displays a satisfactory understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. 7.49 - 6.5 marks

Shows a basic understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. 6.49 - 5 marks

Demonstrates a limited understanding of critical theory and its application. Limited ability to evaluate structural factors contributing to child maltreatment.. <5 marks

**Application of ecological systems model and analysis of risk and protective factors 10 marks**

Applies an ecological systems model to analyse and present risk and protective factors comprehensively at each level (micro, meso, exo, macro systems). 10 - 8.5 marks

Applies an ecological systems model to analyse and present risk and protective factors very well at each level (micro, meso, exo, macro systems) with accuracy. 8.49 - 7.5 marks

Applies an ecological systems model to analyse and present risk and protective factors at each level (micro, meso, exo, macro systems) with satisfactory proficiency. 7.49 - 6.5 marks

Applies an ecological systems model to analyse and present risk and protective factors at each level (micro, meso, exo, macro systems) with basic understanding. 6.49 - 5 marks

Applies an ecological systems model with limited accuracy and understanding of risk and protective factors. <5marks

**Principles of person-centred, relationship-based practice are described within the report. 8 marks**

Demonstrates an exceptional understanding of person-centred, relationship-based practice principles and incorporates research findings effectively. 8 - 6.8 marks

Shows a strong understanding of person-centred, relationship-based practice principles and incorporates research findings proficiently. 6.79 - 6 marks

Displays a satisfactory understanding of person-centred, relationship-based practice principles and incorporates research findings adequately. 5.99 - 4.8 marks

Shows a basic understanding of person-centred, relationship-based practice principles and incorporates some research findings. 4.79 - 4 marks

Demonstrates a limited understanding of person-centred, relationship-based practice principles and incorporates minimal research findings. <4 marks

**Demonstrates how they would incorporate the service user's perspectives. 8 marks**

Effectively incorporates the perspectives of service users to gain a comprehensive understanding of the situation. Demonstrates excellent critical reflection skills and multiple insights to consider the perspectives of the service user. 8 - 6.8 marks

Incorporates the perspectives of service users to gain a very good understanding of the situation. Demonstrates very good critical reflection skills and several insights to consider the perspectives of the service user. 6.79 - 6 marks

Incorporates the perspectives of service users to gain a good understanding of the situation. Demonstrates good critical reflection skills and some insights to consider the perspective of the service user. 5.99 - 4.8 marks  
Incorporates the perspectives of service users to gain a satisfactory understanding of the situation. Demonstrates sound critical reflection skills and 1-2 insights to consider the perspective of the service user. 4.79 - 4 marks  
Fails to incorporate the perspectives of service users effectively, leading to a limited understanding of the situation. Demonstrates no critical reflection skills or does not demonstrate competency in critical reflection. <4 marks

**Demonstrates ability to produce a well written analysis with synthesis and integration of the relevant literature, demonstrating appropriate grammar, spelling and APA referencing within the word limit. No evidence of AI used. 6 marks**

Outstanding level of written expression with evidence of superior critical analysis skills. No grammatical, spelling or APA referencing errors within the word limit. 6 - 5.1 marks

Very good level of written expression with evidence of very good critical analysis skills. Very good analysis of the book and inclusion of relevant content. Minor grammatical, spelling and APA referencing errors within the word limit. 5.09 - 4.5 marks

Good written expression with evidence of good critical analysis skills. Multiple grammatical, spelling and APA referencing errors within the word limit. 4.49 - 3.9 marks

Basic level of written expression with acceptable grammar and spelling. Consistent APA referencing errors within the word limit. 3.8 - 3 marks

Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident and limited referencing. Is not within the word limit. Evidence of AI used. <3 marks

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Evaluate the historical construction of ideas and practices of working with children, young people and families including the emergence of the notion of the best interests of the child, child focussed and child inclusive practice.
- Analyse practice issues relevant to statutory practice with children, young people and families in a range of settings including youth justice, child protection, family law and mental health.
- Critically evaluate relevant social and welfare practice strategies to support families where there are protective and / or offending issues.
- Display the skills of cultural competency including working with indigenous children, young people and families.
- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem